

TERRINGTON ST CLEMENT COMMUNITY SCHOOL

TEACHING AND LEARNING POLICY

2017 - 2018

Over recent years we have taken on board a number of different approaches to our curriculum and as we have worked with them we have adopted what has worked well and rejected what has not worked well. We have been very careful in what we have selected to make sure it's having the most impact on our pupils' learning. With some schemes it is crucial to adopt the whole scheme and not adjust it in any way, such as Attack Spelling and Jolly Phonics (two schemes we use in Literacy) as these need to be followed 'by the book' otherwise we lose the impact.

We use the National Curriculum in Y1 - Y6 and Development Matters and EYFS Foundation Stage Profile in EYFS. In addition to these we use the International Primary Curriculum and Cornerstones Education. We use these closely to make sure we cover every aspect of the curriculum for our pupils.

To maintain excellent standards in ALL subjects, expert support is bought in to support those subjects where staff lack expertise. It is our policy to make sure all staff benefit from this support by taking part in all lessons provided by outside experts.

We ask our pupils how they learn best and which lessons they enjoy most and why. We use this information to make sure our teaching is effective and enjoyable.

In all subjects, we use a learning journey. This makes sure every child can access their learning, make progress in every lesson and then take their learning even further. There is always a 'ULO' (Umbrella Learning Objective). This covers the subject matter or skill to be taught. This could be as follows:

ULO: To use semi-colons to mark the boundary between 2 independent clauses.

Underneath the ULO are levels of difficulty to achieve the ULO as follows:

Ext: I can confidently write using semi-colons where appropriate

LO3: I can write my own sentence using a semi-colon to separate two independent clauses.

LO2: I can add a semi-colon and complete the sentence with my own independent clause.

LO1: I can add a semi-colon in the correct place to separate two independent clauses.

A label is always added in pupils' books before each piece of work as follows:

24th February 2018

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In foundation subjects the learning journey principle is maintained but in order to give pupils chance to make progress in lessons and across a series of lessons, Bloom's Taxonomy is used to create the steps under the learning journey while the 'infinity and beyond' provides pupils with a chance to independently direct their own learning.

ULO: To understand how the European Union is made up.

Infinity and beyond : I can make my own decisions about which direction my learning will take.

LO3: I can explain how I feel about the European Union; it's advantages and disadvantages.

LO2: I can compare the similarities and differences between those countries.

LO1: I can name the countries which make up the European Union.

ART:

We follow Rob Howard's Art File as our scheme of work coupled with the Cornerstones Curriculum.

We subscribe to Cornerstones which allows us to make sure we are covering the National Curriculum efficiently and effectively.

DT:

Pupils are taught from a very early age how to manage and handle tools carefully and sensibly. They are involved in risk assessments before each lesson and are expected to explain to the adults how to use the tools properly.

Where possible, DT projects are linked to the main curriculum theme. These have included projects such as:

- > designing and making Tudor houses
- > designing and making tree houses
- > designing and making land yachts

To make future engineers, our pupils are taught to learn from their mistakes and try again if the design doesn't work quite how they think it will.

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MFL:

Modern Foreign Languages (MFL) is a statutory subject for pupils in KS2. However we teach MFL from EYFS through to Y6 because when pupils are really young, they soak up new learning really quickly and have less inhibitions about speaking a different language.

We teach our pupils French because this is the language taught at the high school.

To make sure we are providing our pupils with the best modern foreign languages teaching, we use our most experienced French-speaking teachers to lead these lessons and support other colleagues who may be less confident.

We also teach our pupils how to use age appropriate French dictionaries and online translation tools as these are the aids we use in the adult world of speaking foreign languages.

MUSIC:

All pupils from EYFS and Y6 have musical tuition from peripatetic music experts. Over the course of the year, all pupils receive specialist tuition from the Norfolk Music Hub and two private music teachers. This includes lessons in string, percussion, wind and voice coaching.

MATHS:

We use the National Curriculum in Y1 - Y6 and Development Matters and EYFS Foundation Stage Profile in EYFS as a starting place for all our maths teaching and to make sure our pupils have their mathematics expertise stretched in ways to make them think in challenging ways, we plan from the resources provided on the two websites: National Centre for Excellence in the Teaching of Mathematics and NRICH Enriching Mathematics.

PE:

The national curriculum for physical education aims to ensure all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Swimming and water safety:

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

We make sure all pupils can swim 25m before they leave school in Y6. As soon as pupils can swim 25m we allocate their place in swimming lessons to other pupils who can't yet swim 25m. This allows us to focus on those pupils who need extra swimming lessons to achieve the required standard.

Once the vast majority of pupils in a year group can swim at least 25m, we introduce ASA swimming standards to extend our swimmers. We also take part in local and county competitions to make sure our most able swimmers have the opportunity to represent our school at local and county levels.

PSHE:

We follow the Cornerstones PSHE (Personal, Social, Health Education) curriculum but this is not a stand-alone subject in our school. In other words, we do not just teach a lesson in PSHE. To be effective, everything the children learn about themselves and their lifestyles needs to be reminded to them in everything they do.

We have separate policies for PSHE and also SRE (Sex & Relationships).

RE:

We use the Big RE approach which encourages schools to adopt the following themes:

1. How can we make our community more respectful?
2. Fasting and feasting: why do both matter and how are they practised?
3. Art in heaven: spiritual expression through the arts for every child
4. Body and soul: what matters in relationships?
5. What can we learn from different faiths?
6. Should religious believers care about the environment? How and why?
7. Why do Sikhs celebrate Vaisakhi, Hindus celebrate Divali and Jewish people celebrate Pesach?
8. Stories that matter: Why are sacred texts the world's bestselling books?
9. Good and bad, right and wrong: how do we decide?
10. What matters most? Values and commitments in religion and for us.

We use Cornerstones Education to make sure we cover every aspect of the curriculum for our pupils.

We respond to world and local events as and when they happen.

We teach all pupils the similarities and differences between all of the major religions. Our assemblies are predominantly Christian as a school in a predominantly Christian country. We are not a church school but do teach all pupils religious tolerance. We also invite our local church clergy to lead our school assemblies at least once a month.

History and geography:

We use Cornerstones Education to make sure we cover every aspect of the national curriculum for our pupils. Where possible and to make best use of the time available, we plan themes which link across the curriculum. Although these subjects do not form part of the regular timetable each week, it is the expectation for the whole curriculum to be covered over the academic year. Cornerstones helps us to do this by setting out the material to be covered term by term. At the end of each term, this then enables staff to assess the outcomes for each pupil.

Writing:

From EYFS, children are taught phonics (sounds letters make). They are also taught the link between letters, sounds and meaning to help them write for meaning as soon as possible.

From the good writing foundations our children achieve by the end of EYFS, our pupils are ready to write independently. From Y1, even our least able pupils are expected to write independently. We use the national curriculum and exemplifications to ensure high enough standards and monitor standards of writing within phases, across phases and with other schools.

In writing we continue to use the key elements of Pie Corbett Talk 4 Writing approach to writing. In the imitation stage pupils are encouraged to rehearse the language they need to write a story, followed by innovation, this uses shared writing to show them how to structure their writing. Finally the independent invention this includes more exemplar and shared pieces of writing. The pupils are given plenty of opportunities to refer to the toolkit, re-write and 'polish' their own ideas and writing.

The teaching of spelling rules is planned for and delivered by KS1 and KS2 in line with the new National Curriculum.

In KS1 we use the bronze, silver and gold banded spellings. In KS1 pupils will be taught English: Spelling Appendix 1 word list for Y1 & 2. These words are taught through flashcards accompanying reading books and daily phonics lessons.

Pupils in KS1 have daily phonics sessions in addition to daily literacy lessons. In these phonics sessions, Y1 make progress towards achieving the Year 1 phonics screening assessment and begin 'spelling, grammar and punctuation' when appropriate. Y2 use Assertive Mentoring materials for 'Grammar Hammer' and 'Attack Spelling' materials when appropriate.

In KS2 we use a spelling programme called Attack Spelling in school. Assessments take place during weekly lessons and in an ongoing way. Advanced Attack is a continuation of the Attack Spelling programme and is implemented when pupils have completed Attack Spelling. These lessons not only extend vocabulary but include the regular use of a dictionary and sentence construction. Grammar Hammer materials are also used to support spelling, grammar and punctuation.

In conjunction with the spelling programme, the pupils in KS2 are also required to learn some other words and will be taught English: Spelling Appendix 1 as part of their daily literacy lessons. The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those they often misspell.

KS2 use Mrs Wordsmith daily introducing new vocabulary to support reading and writing.

Reading:

In EYFS and KS1 children follow the coloured book banded system of reading books. This is supported by appropriate flashcard sets to learn HFW, tricky words and common exception words. Pupils are also provided with an additional book from the school library or their class book corner to encourage reading for pleasure.

Pupils in KS1 also have access to Pearson's Bug Club website to enable the pupils using the book bands for reading to access the same quality reading material at home as in school and complete comprehension questions as they read.

KS1 and KS2 pupils will also have AF (Assessment Focus) questions to answer to encourage discussion about the text they are reading. These can be found in reading diaries and are given as a ½ termly focus.

We aim for the majority of pupils to enter KS2 as a free reader. They will have access to a choice of texts from our classroom reading corners and library. KS2 pupils are expected to provide written answers to AF questions alongside their reading to demonstrate a higher level of engagement with a text.

KS2 pupils have daily Bug Club reading comprehension sessions. Each year group will have a focus text/s for the ½ term and related comprehension activities to the text.